Language Assessment and Evaluation (LANED-GE.2060.001)
Spring 2015

Wednesdays 4:55 - 6:35 pm
Silver 208

Instructor: Lorena Llosa
Office: 514 East Building
Office Hours: Mondays 4-6:00 in person or on Skype (username: llosanyu)
E-mail: lorena.llosa@nyu.edu

Description

This course is intended to provide students with an understanding of the fundamental goals, concepts, principles, and concerns of second and foreign language assessment and language assessment research. The course is both theoretical and practical. It will be conducted in lecture/workshop formats. Part of the lesson will be a formal presentation and part will involve the completion of tasks in pairs or small groups.

Objectives

- To understand concepts and analytical procedures associated with current language testing practice
- To understand the context in which language assessment takes place
- To understand a theoretical model of the language abilities that affect performance on language assessments
- To understand the characteristics of assessment methods that affect performance on language assessments
- To develop language assessments for different purposes and contexts
- To be familiar with current issues and problems in language assessment and language assessment research

Course Requirements

Attendance and participation (5%)
Includes regular attendance in class sessions; active participation in class discussions and activities, including pair or group work; and completion of all reading and other assignments on time in the manner specified. Attendance is very important. More than one unexcused absence will lower your grade. You are expected to be in class on time. If you must be absent or late, make arrangements with another student to get class handouts and to help you with the information you missed.
Weekly assignments (45%)
Weekly assignments allow you to demonstrate knowledge and understanding of the material covered in class and in the readings. These assignments involve posting on Forums in NYU Classes. They are due before class each week. You will get a response to each of your postings. If asked to rewrite one, make sure you do before the next class meeting!

Assessment Development Project (40%)
This project involves using the knowledge and skills acquired in the course to develop a formative end-of-unit language assessment. The final product will consist of the assessment itself as well as a written report that provides a rationale for the decisions made in the assessment development process and argues for the overall usefulness of the test created. This project can be done in groups of three or four students.
-Proposal (1-2 pages)
  -Section 1 (2-3 pages double-spaced) 10%
  -Written report (15 pages + the test) 20%
  -Poster Presentation 5%
  -Revision 5%

Mini Final Exam (10%)
This short final exam will give you an opportunity to demonstrate your understanding of and ability to apply the main concepts learned in the course. This is an in-class exam that will last approximately 1 hour.

Important
1. All course requirements must be completed to receive a passing grade in the class.
2. All written materials should be typed in 12 point font and double-spaced, with one inch margins unless otherwise noted.
3. All assignments must be completed on time. Late work is not accepted in this class. If you must turn an assignment in late due to an emergency, you must make arrangements with me prior to the day when the assignment is due. Grades on late assignments will be reduced.
5. You are expected to check NYU Classes and your email frequently for course announcements, homework assignments, and other communications.
6. Bring your textbooks and assigned readings to class.

Academic Integrity
You are responsible for knowing and abiding by the University’s issued standards of academic honesty outlined in the student handbook as well as the Steinhardt’s Statement on Academic Integrity that you have received with this syllabus, also posted on NYU Classes.

Note for Students with Special Needs: Any student attending NYU who needs an accommodation due to a chronic psychological, visual, mobility and/or learning disability, or is
Deaf or Hard of Hearing should register with the Moses Center for students with Disabilities 212.998.4980, www.nyu.edu/csd.

Final grade breakdown

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<th>Percentage</th>
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Required Texts


Required Readings (either on NYU Classes or accessible via the NYU Library)


Professional Journals

TENTATIVE SCHEDULE

Schedule is subject to change. Changes will be announced and posted on NYU Classes.

Week 1  Introduction to course  
1/28  -Bachman & Palmer Chapter 1

Week 2  Uses of language assessments, test usefulness  
2/04  -Bachman & Palmer Chapter 2  
-Weekly Assignment 1: The LT Professional Community

Week 3  Language assessment tasks  
2/11  -Bachman & Palmer Chapter 3  
-Bachman & Palmer Project 2 and 3 (Part III of the book)  
-Weekly assignment 2: Qualities of Usefulness

Week 4  Language use and language ability  
2/18  -Bachman & Palmer Chapter 4  
-Bachman & Palmer Project 2 and 3 (Part III of the book)  
-Weekly assignment 3: Task Characteristics

Week 5  Assessment for learning  
-Weekly assignment 4: Language Use/Versant Tests  
-Assessment development project: Proposal DUE

Week 6  Feedback  
-Weekly assignment 5: Assessment for Learning  
-Assessment development project: Section 1 DUE

Week 7  Scoring method  
3/11  -Bachman & Palmer Chapter 11  
-Weekly Assignment 6: Effective Feedback
Week 8  SPRING BREAK!
3/18

Week 9  Preparing effective instructions /
3/25  -Bachman & Palmer Chapter 10
Assessment development project: Actual assessment DUE
(Include as many parts as possible. The parts may include the
instructions cover page, the script (if it's a listening assessment), the
reading passage (if it's a reading assessment), prompt, scoring rubric
or scoring criteria, peer feedback form, self-assessment form, etc.).

Week 10  Developing scoring rubrics
4/01  -Reading TBD
-Assessment development project: Revised assessment DUE
(Bring 3 hard copies to class)

Week 11  US K-12 Assessment
-Weekly Assignment 7: Assessment of ELLs in U.S. Schools

Week 12  Qualities of usefulness revisited
4/15  -Bachman & Palmer Chapter 2
- Full draft of section 3 DUE (All team members should have
access to it)

Week 13  NO CLASS MEETING
4/22  Grading and Student Evaluation
-Weekly Assignment 8: Grading

Week 14  Poster Presentations!
4/29  -Assessment development project DUE

Week 14  Mini Final Exam
5/06  Feedback session!

Week 15  FINALS WEEK
5/13  -REVISED Final Project DUE
For your final project you will design a formative end-of-unit language assessment following the assessment development process outlined by Bachman and Palmer (we will discuss this in the next few classes) and considering the qualities of usefulness. Your proposal for this project should include the following information in as much detail as possible. You only need to submit one hard copy per team.

- Your team members
- Description of the context (course, goal of the course, setting)
- Description of the unit
- Purpose of the assessment (formative and summative purposes)
- Skills (listening, speaking, reading, writing)
- Tentative definition of the construct
- The TLU domain
- Characteristics of the test-takers
NEW YORK UNIVERSITY
STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT
Department of Teaching and Learning
Multilingual Multicultural Studies

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FINAL PROJECT GUIDELINES

The final project involves using the knowledge and skills acquired in the course to
develop a *formative, multi-step* classroom language assessment that focuses on one or
two language skills. The assessment should focus on a specific unit in a specific class.
Because one of the main purposes of the assessment is formative, the assessment should
involve two or three steps/components and feedback.

The final project consists of the assessment itself as well as a written report that provides
a rationale for the decisions made in the assessment development process and argues for
the overall usefulness of the assessment created. The paper should include the following
sections. Within each section you can organize the information as you see fit. Remember
this should read like a paper (not an outline or a list).

You will work in teams of 3 or 4. There will be opportunities throughout the project to
evaluate your teammates’ performance and your own.

**Section 1: Introduction**
- Detailed description of the context (the class)
- Description of the unit
- Purpose of the assessment (inferences and decisions to be made. Specifically address how
  how the assessment will serve a formative purpose)
- Construct of the assessment
- TLU domain
- Characteristics of the test takers

**Section 2: Description of the assessment**
- Detailed description of the assessment following the task characteristics framework as a
guide. Write the description in paragraphs (not outline form). Make sure to address the
characteristics of the rubric, characteristics of the input, characteristics of the expected
response, and the relationship between the input and the expected response.

**Section 3: Consideration of the qualities of usefulness**
- Include a subsection for each of the six qualities of usefulness.
The way you should frame the discussion of each quality is by answering the question:
how did you attend to X in the development process? For example, how did you attend to
reliability in the development process? In other words, what decisions did you make to
ensure the scores/outcomes are reliable? Start each subsection with the definition of the quality.

Section 4: Conclusion
General summary. As part of your conclusion, explain how your assessment serves a formative purpose. In other words, how does this assessment promote student learning? Additional information you would like to share.

Section 5: References and Appendices
References
Appendix 1: The assessment project itself (including what students see, teacher transcripts, scoring rubrics, feedback forms, and other relevant materials)

Formatting requirements: Times New Roman, 12 point font, 1 inch margins, double spaced.

Length: 15 pages + References and Appendices

Submission instructions: Please label the file as follows: Final Project_Name Name Name Name. One team member will email the Word file to me and copy all other team members on the email.

Your final project will be evaluated in terms of
(1) the quality of the actual test produced and
(2) the quality of the written report (content, organization, application of key concepts, persuasiveness of the argument for the usefulness of your test, and clarity of the writing).